



# THE BEACON

## Relationships, Sex and Health Education Policy

**Review cycle:** Every year  
**Review by:** SMT, G(Ed), G(Board)

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### Policies Linked to:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Special Educational Needs and Disability Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy
- Visitors and Security Policy

### This document also appears on:

- School Website
- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS

## **Contents**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Relationships education overview
6. Relationships education per year group
7. Health education overview
8. Health education per year group
9. Delivery of the curriculum
10. Working with external experts
11. Equality and accessibility
12. Curriculum links
13. Withdrawing from the subjects
14. Behaviour
15. Staff training
16. Confidentiality
17. Monitoring quality
18. Monitoring and review

## **Statement of intent**

At The Beacon, we understand that our boys must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships, sex and health education (RSHE), which will be delivered in an age appropriate manner, allowing the boys to learn to make responsible and well-educated decisions in their lives.

The teaching of RSHE also allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

### **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

### **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

## 2.2. The Headmaster is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects in conversation with the Head of Self & Society, Deputy Head (Pastoral) and the relevant Sectional Head.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

## 2.3. The Head of Self & Society is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers and tutors are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RSHE curriculum.
- Ensuring the RSHE curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the RSHE curriculum is reinforced but not duplicated across subjects.
- Monitoring and evaluating the effectiveness of the subjects and feeding back to the Senior Master and the Senior Management Team.

## 2.4. The Head of Self & Society, and additional RSHE teachers and tutors are responsible for:

- Delivering a high-quality and age-appropriate RSHE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not enforce personal views or beliefs when delivering the programme, and any views and opinions shared, whether their own or those of persons featured in teaching resources, are balanced and well explained.
- Modelling positive attitudes to RSHE.

- Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
  - Acting in accordance with planning, monitoring and assessment requirements for the subjects.
  - Liaising with the Learning Support department to identify and respond to individual needs of pupils with SEND.
  - Working with the Head of Self & Society to evaluate the quality of provision.
- 2.5. The SENCO & wider Learning Support department are responsible for:
- Advising teaching staff how best to identify and support pupils' individual needs.
  - Advising staff on the use of TAs in order to meet pupils' individual needs.

### **3. Organisation of the curriculum**

- 3.1. Every primary school is required to deliver statutory relationships education and health education, and every secondary school is required to deliver statutory relationships, sex and health education.
- 3.2. As The Beacon is a prep school and comprises pupils of both primary and secondary age, our curriculum has been designed to provide statutory RHE and RSHE to boys at the appropriate school age.
- 3.3. Where, due to the nature of prep school education, it is deemed appropriate by the Head of Self & Society to introduce elements of RSHE to boys in Year 6 and below, this will be done appropriately.
- 3.4. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.5. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.6. The delivery of RSHE will be delivered as part of the school’s Self & Society curriculum. (N.B. Self & Society comprises statutory PSHE curriculum.)
- 3.7. The RSHE curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

- 3.8. The RSHE curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.9. The RSHE curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs and developmental stages.
- 3.10. Parents are informed and consulted about the RSHE curriculum through r communications via email on particular topics, and the opportunity for a one to one meeting as required. (See paragraph 4 below.)
- 3.11. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by arranging a meeting with the Head of Self & Society, the Deputy Head (Pastoral), or the relevant Section Head.
- 3.12. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.
- 4.3. Parents have access to the following information:
  - The content of the relationships, sex and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. Parents may address any concerns they have and partner closely with the school in managing conversations with their sons on the issues covered by the curriculum.
- 4.5. Parents have access to this policy and any reviews thereof are communicated to them.

## **5. Relationships and Sex education overview**

### **Families and people who care for me**

5.1. By the end of their time at the Beacon, the boys will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

5.2. By the end of their time at the Beacon, the boys will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

5.3. By the end of their time at the Beacon, the boys will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

5.4. By the end of their time at the Beacon, the boys will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

5.5. By the end of their time at the Beacon, the boys will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.



- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **6. Relationships and Sex education per year group**

- 6.1. The Beacon is free to determine, within the statutory curriculum content outlined in [section 5](#), what the boys are taught during each year group.
- 6.2. The Beacon always considers the age and development of the boys when deciding what will be taught in each year group, sometimes adjusting content to suit a particular group of boys who may be more or less mature relative to their age.
- 6.3. The Beacon plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary or senior school.
- 6.4. All boys must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 6.5. The Science curriculum and the Self & Society curriculum are carefully constructed so as to provide a rounded RSHE curriculum, biologically and sociologically.
- 6.6. **The RSHE curriculum overview for the whole school which includes the relevant science curriculum is included in Appendix 1.**

## **7. Health education overview**

- 7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. In Years 7 & 8, the boys' knowledge will be developed appropriately taking into account greater maturity, access to technology, independence and in some cases increased distance from parental guidance.

### **Mental wellbeing**

- 7.2. By the end of their time at the Beacon, the boys will know::
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
  - That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
  - The scale of emotions that humans experience in response to different experiences and situations.
  - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
  - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
  - The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
  - Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
  - How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
  - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
  - Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
  - That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

- 7.3. By the end of their time at the Beacon, the boys will know:
- That for most people, the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

7.4. By the end of their time at the Beacon, the boys will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

7.5. By the end of their time at the Beacon, the boys will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

7.6. By the end of their time at the Beacon, the boys will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

7.7. By the end of their time at the Beacon, the boys will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

7.8. By the end of their time at the Beacon, the boys will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

7.9. By the end of their time at the Beacon, the boys will know::

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 13, including physical, emotional and psychological changes.
- Key facts about intimate hygiene and sexual development

## **8. Health education per year group**

- 8.1. The Beacon is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.
- 8.2. The Beacon always considers the age and development of pupils when deciding what will be taught in each year group.

- 8.3. The Beacon plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## **9. Delivery of the curriculum**

- 9.1. The RSHE curriculum will be delivered as part of our Self & Society curriculum.
- 9.2. Through effective organisation and delivery of the subject, we will ensure that:
  - 9.3. Core knowledge is sectioned into units of manageable size.
  - 9.4. The required content is communicated to the boys clearly, in a carefully sequenced way, within a planned scheme of work.
  - 9.5. Teaching includes sufficient and well-chosen opportunities and contexts for the boys to embed new knowledge so that it can be used confidently in real-life situations.
  - 9.6. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
  - 9.7. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that the boys understand what the law does and does not allow, and the wider legal implications of the decisions they make.
  - 9.8. Boys will be taught about LGBTQ+ in Year 7 & 8; however, we will always consider the development and maturity of the boys before teaching this topic.
  - 9.9. In the event that a boy raises a question about LGBTQ+ in Year 6 or below, the teacher will exercise their professional discretion as to the detail of the answer.
  - 9.10. The Beacon ensures that all teaching and materials are appropriate for the ages of the boys, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
  - 9.11. Lesson plans will provide appropriate challenge for boys and be differentiated for pupils' needs.
  - 9.12. As The Beacon is a single-sex boys school, the RSHE will be tailored towards boys. However, in Year 8, particular attention is given to the boys understanding of girls' adolescent development, the difference of experience between boys and girls, and the development of healthy respect for that experience.

- 9.13. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.14. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of the boys.
- 9.15. The Beacon takes use of language very seriously, and specific time is spent particularly in Year 7 & 8 developing the boys' understanding of healthy sexual language.
- 9.16. Boys will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the Beacon's Online Safety policy.
- 9.17. Teachers will establish what is appropriate for one-to-one, whole-class and online settings, and alter their teaching of the programme accordingly.
- 9.18. It is central to the Beacon's approach to RSHE that a confident and comfortable environment is fostered, allowing boys to effectively engage with the curriculum. Pupils may ask questions related to topics that go beyond the school's sex education curriculum or involve age-restricted content. The school's policy guides teachers in addressing these inquiries sensitively, honestly, and in an age-appropriate manner, with a focus on supporting the child. This approach may include suggesting that a pupil speak to their parents or a trusted adult, signposting them to appropriate support services if needed, and recognizing that unanswered questions could lead children to seek potentially unreliable or inappropriate sources of information, including online.
- 9.19. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise boys based on their home circumstances.
- 9.20. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 9.21. Teachers will ensure lesson plans focus on challenging perceived views of boys based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 9.22. Any resources or materials used to support learning will be formally assessed by the Head of Self & Society before use to ensure they are appropriate for the age and maturity of boys, and sensitive to their needs.

- 9.23. In teaching the curriculum, teachers will be aware that boys may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. Teachers will be aware of the guidance regarding safeguarding and disclosure as per the KCSIE Policy, updated in 2020.
- 9.24. At the Beacon, the majority of RSHE is taught in the Summer term, allowing maximum time throughout the year for the boys to become comfortable with their peers and teacher to ensure maximum engagement in the more personal topics.
- 9.25. At the start of the Academic Year, the Head of Self & Society will present to parents on the content of the RSHE curriculum, allowing space for feedback and questioning, and strengthening the partnership between teachers and parents in the boys' development.
- 9.26. There are no formal examinations for the RSHE curriculum; the Head of Self & Society or class teacher will regularly assess and review boys' engagement through questioning and group discussions.

## **10. Working with external experts**

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 10.2. The Beacon will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitors and Security Policy.
- 10.3. The Beacon will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 10.4. Before delivering the session, the Beacon will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the boys.
- 10.5. The Beacon will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all boys' needs, including those with SEND.
- 10.6. The Beacon will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy.

10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11. Equality and accessibility**

11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

11.2. Age

11.3. Sex or sexual orientation

11.4. Race

11.5. Disability

11.6. Religion or belief

11.7. Gender reassignment

11.8. Pregnancy or maternity

11.9. Marriage or civil partnership

11.10. The Beacon is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

11.11. The Beacon understands that boys with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about RSHE, and the programme will be designed to be inclusive of all boys.

11.12. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to boys with SEND or other needs.

11.13. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

11.14. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys, the school implements a robust Behaviour Policy, as well as a Safeguarding and Child Protection Policy, which set out expectations of the boys.



## 12. Curriculum links

- 12.1. The Beacon seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.
- 12.2. RSHE will be linked to the following subjects in particular:
  - **Self & Society** – boys learn about identity, personal development, respect and difference, values, the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **Science** – boys learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty, as well as the biology of sexual reproduction and birth.
  - **Computing and ICT** – boys learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

## 13. Withdrawing from the subjects

- 13.1. Relationships and health education are statutory at primary level and parents **do not** have the right to withdraw their son from the subjects.
- 13.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents of boys in Year 6 and below have the right to request to withdraw their son from all or part of the sex education curriculum.
- 13.3. The Deputy Head (Academic) (DHA) or one of his team will automatically grant withdrawal requests in accordance with point 13.2; however, the DHA will discuss the request with the parent and, if appropriate, their son, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 13.4. The DHA will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the boy – this could include, for example, social and emotional effects of being excluded.
- 13.5. The DHA will keep a record of the discussion between themselves, the boy and the parent.

- 13.6. The DHA will grant a parent's request to withdraw their son from sex education, other than the content that must be taught as part of the science curriculum.
- 13.7. The parent will be informed in writing of the DHA's decision.
- 13.8. Where a boy is withdrawn from sex education, the DHA will ensure that the pupil receives appropriate alternative education.

#### **14. Behaviour**

- 14.1. The Beacon has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 14.2. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 14.3. Any occurrence of these incidents outside of school should be reported to a member of school staff, who will then discipline the boy once they are on school premises.
- 14.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.
- 14.5. The DSL will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator of the action taken against a pupil.

#### **15. Staff training**

- 15.1. All teachers at the school will undergo training on a regular basis to ensure they are up-to-date with the RSHE programme and associated issues.
- 15.2. Members of staff responsible for teaching RSHE will undergo further training on a yearly basis, led by the Head of Self & Society, to ensure they are fully equipped to teach the subjects effectively.
- 15.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme, in addition to any amendments to the Keeping Children Safe in Education guidance, and the Safeguarding policy.

## **16. Confidentiality**

- 16.1. Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of their boys as far as is possible.
- 16.2. Teachers will, however, alert the Deputy Head (Pastoral) about any suspicions of inappropriate behaviour or potential abuse as per the Beacon's Safeguarding and Child Protection Policy.
- 16.3. Boys will be fully informed of the Beacon's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 16.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (Deputy Head (Pastoral)) and handled in accordance with the Safeguarding and Child Protection Policy.

## **17. Monitoring quality**

- 17.1. The Head of Self & Society is responsible for monitoring the quality of teaching and learning for RSHE.
- 17.2. The Head of Self & Society will conduct subject assessments on a yearly basis, to ensure appropriate development of content and review boys engagement across year groups.
- 17.3. The Head of Self & Society will regularly update the Deputy Head (Pastoral), the Headmaster, and the RSHE link governor following these reviews, to evaluate the effectiveness of the programme and implement any changes.

## **18. Monitoring and review**

- 18.1. This policy will be reviewed on an annual basis by the Head of Self & Society and the Senior Management Team.
- 18.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or boys, and issues in the school or local area that may need addressing.
- 18.3. The Governing Board is responsible for approving this policy.

18.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, the boys.

## 19. Appendix 1: RSHE Whole School Curriculum Overview

<b>RSE CURRICULUM OVERVIEW</b>			
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<b>Year 1</b>			<p><b>Self &amp; Society</b></p> <p>Family and Relationships</p> <ul style="list-style-type: none"> <li>- What is family?</li> <li>- What are friendships?</li> <li>- Recognising other people's emotions</li> <li>- Working with others</li> <li>- Friendship problems</li> <li>- Healthy relationships</li> <li>- Gender stereotypes</li> </ul> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- Understanding my emotions</li> <li>- What am I like?</li> <li>- Ready for bed</li> <li>- Relaxation</li> <li>- Hand washing and personal hygiene</li> <li>- Sun safety</li> <li>- Allergies</li> <li>- People who help us keep healthy</li> </ul> <p>Safety and the Changing Body</p> <ul style="list-style-type: none"> <li>- Adults in school</li> <li>- Adults outside of school</li> <li>- Getting lost</li> <li>- Making and emergency phone call</li> <li>- Appropriate contact</li> <li>- Safety with substances</li> <li>- Safety at home</li> <li>- People who help to keep us safe</li> </ul>

**Year**

**2**

**Self & Society**

**Families and Relationships**

- Families offer stability and love
- Families are all different
- Other peoples' feelings
- Unhappy friendships
- Introduction to manners and courtesy
- Change and loss
- Gender stereotypes: Careers and jobs

**Health and Wellbeing**

- Experiencing different emotions
- Being active
- Relaxation: Breathing exercises
- Steps to success
- Developing a growth mindset
- Healthy diet
- Looking after our teeth

**Safety and the Changing Body**

- Introduction to the internet
- Communicating online
- Secrets and surprises
- Appropriate contact: My private parts
- Appropriate contact: My private parts are private
- Respecting personal boundaries
- Road safety
- Crossing roads safely
- Staying safe with medicine

**Year**

**3**

**Self & Society**

Family and Relationships

- Healthy families
- Friendship conflict
- Friendship: conflict versus bullying
- Effective communication
- Learning who to trust
- Respecting differences in others
- Stereotyping: Gender
- Stereotyping: Age

Health and Wellbeing

- My healthy diary
- Relaxation: Stretches
- Wonderful me
- My superpowers
- Resilience: breaking down barriers
- Communicating my feelings
- Diet and dental health

Safety and the Changing Body

- First Aid: Emergencies and calling for help
- First Aid: bites and stings
- Be Kind Online
- Cyberbullying
- Fake emails
- Making choices
- Influences
- Keeping safe out and about

**Year**  
**4**

**Self & Society**

Family and Relationships

- Respect and Manners
- Healthy friendships
- How my behaviour affects others
- Bullying
- Stereotypes: Gender
- Stereotypes: Disability
- Families in the wider world
- Changes and Loss

Health and Wellbeing

- Looking after our teeth
- Relaxation: Visualisation
- Celebrating mistakes
- Meaning and purpose: My role
- My happiness
- Emotions
- Mental Health

Safety and the Changing Body

- Internet safety: age and restrictions
- Share Aware
- First aid: Asthma
- Privacy and secrecy
- Consuming information online
- Growing up
- Introducing puberty
- Tobacco



**Year**  
**5**

**Self & Society**

Families and Relationships

- Build a friend
- Friendship skills
- Marriage
- Respecting myself
- Family life
- Bullying
- Stereotyping: Gender
- Stereotypes: Race and Religion

Health and Wellbeing

- Relaxation: Yogo
- Importance of rest
- Embracing failure
- Going for goals
- Taking responsibility for my feelings
- Healthy meals
- Sun safety

Safety and the Changing Body

- Online friendships
- Staying safe online
- Puberty
- Menstruation
- Emotional changes in puberty
- First Aid: Bleeding and Head injuries
- Alcohol, drugs and tobacco: Making decisions

**Science**

Gestation

Fetal development

Growth & Change: Infant Child

Growth & Change: Adults & Old Age

<p><b>Year</b> <b>6</b></p>		<p><b>Self &amp; Society</b></p> <p>Family and Relationships</p> <ul style="list-style-type: none"> <li>- Respect</li> <li>- Respectful relationships</li> <li>- Stereotypes: Attitudes</li> <li>- Challenging stereotypes</li> <li>- Resolving Conflict</li> <li>- Change and loss</li> </ul> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- What can I be?</li> <li>- Relaxation: Mindfulness</li> <li>- Taking responsibility for my health</li> <li>- The impact of technology on health</li> <li>- Resilience Toolbox</li> <li>- Immunisation</li> <li>- Good and bad habits</li> <li>- Physical health concerns</li> </ul> <p>Safety and the Changing Body</p> <ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Critical digital consumers</li> <li>- Social media</li> <li>- Physical and emotional changes of puberty</li> <li>- Conception (Parents can withdraw their child from part of this lesson)</li> <li>- Pregnancy and Birth (Parents can withdraw their child from part of this lesson)</li> <li>- First Aid: Choking</li> <li>- First Aid: Basic life support</li> </ul>
<p><b>Year</b> <b>7</b></p>		<p><b>Self &amp; Society</b></p> <p>Economics: Understanding money. ‘The Real Game’.</p> <p>Identity &amp; influences</p> <p>Becoming a teenager: Emotional &amp; Physical development</p> <p>What makes a man: Culture and masculinity</p> <p>Sex: Myth vs Reality</p> <p>Responsibility &amp; Accountability</p> <p><b>Science</b></p> <p>Reproduction: Animals and Plants</p> <p>Fertilisation</p> <p>Conception</p> <p>Menstruation</p> <p>Pregnancy &amp; Birth</p> <p>Inheritance</p>

*Year*  
8

**Self & Society**

ESafety: Digital citizenship, Consequences of online behaviour, Sexting, Financial exploitation and sextortion

Understanding Puberty and Adolescence

The Lost Art of Dating: Relationships in the 21<sup>st</sup> Century

Consent, Sex & Healthy Relationships

Pornography and Sex Culture, Consent